
**2003-2004 No Child Left Behind—Blue Ribbon Schools
Program
Cover Sheet**

Name of Principal Ms. Dee Shorts
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Snow Hill Elementary School
(As it should appear in the official records)

School Mailing Address 5708 Coulbourne Lane Drive
(If address is P.O. Box, also include street address)

<u>Snow Hill</u>	<u>MD</u>	<u>21863-4044</u>
City	State	Zip Code+4 (9 digits total)

Tel. (410) 632-1155 Fax (410) 632-1322

Website/URL www.worcester.k12.md.us E-mail: dshorts@ezy.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Jon Andes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Worcester County Public Schools Tel. (410) 632-2582

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President: Mr. Marian L. Butler Jr.

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
3 Middle schools (Grades 4-8)
0 Junior high schools
3 High schools
3 other (Briefly explain) 1- Special School for students with moderate and severe disabilities 1- Intermediate School (4, 5, and 6) and 1- Career and Technology Center
14 TOTAL

2. District Per Pupil Expenditure: \$8507
Average State Per Pupil Expenditure: \$8351

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural
4. 1 Number of years the principal has been in her/his position at this school.
6 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	37	34	71	7			
1	31	42	73	8			
2	33	40	73	9			
3	38	52	90	10			
4				11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							307

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>65.2</u> % White |
| <u>30.9</u> % Black or African American |
| <u>2.6</u> % Hispanic or Latino |
| <u>1.3</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 14.91 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	44
(4)	Total number of students in the school as of October 1	295
(5)	Subtotal in row (3) divided by total in row (4)	.1491
(6)	Amount in row (5) multiplied by 100	14.91

8. Limited English Proficient students in the school: 3.9 %
12 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Pakistani, Russian, and Hispanic
9. Students eligible for free/reduced-priced meals: 53 %
163 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14.9 %
51 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 4 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 44 </u> Speech or Language Impairment
<u> 1 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 18 </u>	<u> </u>
Special resource teachers/specialists	<u> 10 </u>	<u> 5 </u>
Paraprofessionals	<u> 17 </u>	<u> </u>
Support staff	<u> 10 </u>	<u> </u>
Total number	<u> 57 </u>	<u> 5 </u>

12. Average school student-“classroom teacher” ratio: 17:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.8	95.3	95.2	95.9	95.1
Daily teacher attendance	97.0	96.0	96.7	96.8	97.2
Teacher turnover rate	.8	.8	.8	.8	.8
Student dropout rate	N/A				
Student drop-off rate	N/A				

Part III - SUMMARY

Snow Hill Elementary School serves the Town of Snow Hill, population 2,409, as well as the surrounding farmlands and unincorporated boroughs of central Worcester County. Neighborhoods in the town, as well as surrounding communities, are predominantly comprised of low to moderate-income households where children are living below the poverty line, and households with a low percentage of college graduates. Agriculture, specifically poultry and grain production, is the county's major industrial employer.

Snow Hill Elementary School is one of five elementary schools in The Worcester County School System. Snow Hill Elementary School, serving students age 3 through grade 3, is part of a consortium of schools that also includes Snow Hill Middle School (grades 4-8) and Snow Hill High School (grades 9-12). Snow Hill Elementary School's student population is 65% Caucasian, 31% African American, 3% Hispanic and 1% Asian. Over 54% of students are female. Based on eligibility for the Free and Reduced Meals program (FARMS), 46% of the population is disadvantaged, which is well above the county or state average. The special education population at Snow Hill Elementary School comprises 14% of the school population. Of the 14% receiving services, almost half of those identified receive speech and language services only. Inclusive environments at each grade level additionally support student needs other than those identified through the Individual Education Program process.

During the 2001-2002 school year, Snow Hill Elementary School applied and received the Judith P. Hoyer Early Child Care and Education Learning Grant. This grant helps to ensure school readiness for all prekindergarten and kindergarten students at Snow Hill Elementary School, by closing the school readiness gap between Caucasian and African American children as they enter first grade. Integrated and continuous services for children ages 0 - 5 and their families will be provided through the coordination and/or expansion of existing public and private resources.

Snow Hill is a close-knit community that works collaboratively to meet the needs of our children. Snow Hill Elementary School has been very fortunate to have strong community and parental support. The Parent Teacher Association, in partnership with community civic organizations, businesses, and individuals has worked diligently to support the efforts of our school to raise funds to purchase and install new playground equipment. Beginning with a Penny Drive and continuing with staff fund raisers at Friendly's and McDonald's, students at Snow Hill Elementary School are currently enjoying a state-of-the-art playground. Snow Hill Ruritan, the local Sheriff's office, as well as the Worcester County Bar Association, lend support to needy families in the community throughout the year. The staff and community support is one of the main reasons for our success.

According to a recent letter to the editor in a local newspaper, a parent stated that, "At Snow Hill Elementary School, we have been truly blessed with gifted, caring and compassionate teachers. Not only are the teachers at SHES committed to giving our children the best education possible, they are caring and compassionate people." Snow Hill Elementary School has provided a warm, nurturing school family environment.

During the 2002-2003 school year, Snow Hill Elementary School received full accreditation through Middle States Association, as well as full accreditation for the early childhood programs from MSDE. In the fall of 2002, Snow Hill Elementary became a school-wide Title I school. The staff believes in the significance of working together as a team. United together, our dedicated staff is committed to providing a challenging and developmentally appropriate curriculum, which is based on the needs, characteristics, interests and capacities of the children we serve. The vision is to ensure that every student can learn and must have equal opportunity for optimal individual growth. We believe it is important to involve the students, families, school and community in the educational process. The belief in the development of life-long learning skills to promote success in an ever-changing society is the key to ensure that all needs of all students are met at Snow Hill Elementary School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. An explanation of state assessments

Snow Hill Elementary School, from pre-kindergarten through grade three, provides a coherent school-wide assessment plan designed to measure the school's instruction and delivery of curriculum. Our academic program ensures that all students meet the high standards as measured by the Maryland School Performance Assessment Program (1993-2002), Maryland School Assessment (2003-current), and as delineated in our Accreditation for Growth Plan.

The Maryland School Performance Assessment Program (MSPAP) was administered to Maryland students from May 1993 through the year 2002. The Maryland School Performance Assessment Program consists of criterion-referenced performance tests in reading, mathematics, writing, language usage, science, and social studies for students in grades 3, 5, and 8. In each content area, MSPAP results were reported through five proficiency levels, with level 1 being the most proficient. Snow Hill Elementary School scored above the state average on the 2002 MSPAP in Reading and Math. Proposed performance standards for schools and local systems to meet:

- Satisfactory -- 70% of students scoring at proficiency level 3 or above
- Excellent -- 70% of students scoring at level 3 or above, with at least 25% of students at level 2 or higher

Beginning in May 2003, Maryland began utilizing The Maryland School Assessment (MSA), a criterion-referenced assessment, designed to fulfill requirements in the No Child Left Behind Legislation (NCLB). Administered to students in grades 3, 5, and 8, this state assessment measures basic (below grade level), proficient (on grade level), and advanced (above grade level) performance levels on the Maryland content standards in reading and mathematics. Test items consist of a mixture of selected response (multiple choice) and brief constructed response items. Scores will indicate how well the student has learned the reading and math content that Maryland has determined all students should know, and how the student did in reading and math compared to other students nationally. All results are reported by the total student population and in the following subgroups: major racial and ethnic groups, special education students, English language learners, and economically disadvantaged students. Assessment results are communicated to parents through the use of the Maryland School Assessment Home Report. County, school, and individual scores are sent home to parents with a detailed explanation.

Worcester County Public Schools also administer periodic county assessments as milestones throughout the year. California Test of Basic Skills (CTBS-5), Gates MacGinitie Reading Tests and norm-referenced assessments are given to examine how our students are doing in comparison to others at the same grade level. Using this data, instructional decisions are made to address areas of concern. Snow Hill Elementary School scored above the state average on the 2003 MSA in reading and math. The Maryland School Assessment results contain a great deal of information which is reviewed to assist us in making important decisions related to improving the quality of education for all students. Careful analysis of pertinent and appropriate data will promote better programs and improved student performance.

2. Show how the school uses assessment data to understand and improve students and school performance.

A school-wide effort in student and school improvement is evident as data is analyzed in staff development meetings. Assessment results from CTBS-5, Maryland School Assessment, and Gates MacGinitie Reading Test are compared according to student subgroups, assessment history, and state and county trends in order to increase student achievement. Through the Accreditation for Growth (AFG) process, school action teams analyze data to drive instructional decisions.

Under the guidance of our school administrators and curriculum resource teacher, grade level teams look at county and state assessments to mold our curriculum accordingly. Using Organizational Charts, teams disaggregate data and assess areas needing instructional modifications. Countywide and curricular assessments are reviewed with students both individually and as a class. Sample responses are modeled on the overhead so students can improve the quality of their writing. Exemplars are shared by classroom teachers and during Snow Hill Elementary School's morning announcements by the school's principal. Teachers also share assessment results during parent conferences to increase communication between home and school.

At-risk students are monitored quarterly using an Individual Learning and Intervention Plan through Title I. Teachers, administrators, and the curriculum resource teacher meet to discuss strategies to ensure that all students are successful. These plans are monitored quarterly and throughout the year based on assessment data.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

Snow Hill Elementary School takes great pride in student achievement. Student performance, including assessment data, is disseminated to students, parents and the community in a variety of methods. Daily closed circuit broadcasting of morning announcements is viewed in each classroom, highlighting student achievements, including character education, “Caught Being Good” students of the day/week/month, in pre-kindergarten through grade three. Bulletin boards and posters throughout the school display student work. The students receive daily positive reinforcement in the classroom and school wide. Following each marking period, there is an Academic Awards Assembly, which recognizes individual student achievement.

Parent involvement is encouraged at Snow Hill Elementary School. Parents serve on school committees, for example, School Improvement Advisory Committee (SIAC), Parent Teacher Association (PTA) executive board and Accreditation for Growth (AFG) planning and implementation teams. Snow Hill Elementary School has a very effective and productive parent volunteer program, which provides reading tutorial and mentoring services to students. Administration informs these groups of student performance on the assessment data. The MSPAP/MSA report card is also made available through press releases. A Back-to-School Night and Parent Orientation at the beginning of each school year allows teachers an opportunity to set the tone for the upcoming school year. Topics addressed are Title I status, classroom/ school-wide expectations, testing procedures, and parental responsibility and involvement in their child’s education.

Snow Hill Elementary News is a monthly publication received by parents. In addition, each classroom teacher writes a weekly newsletter highlighting academic and class activities. Teachers document parent contacts through the use of the Parent Contact Log. Parent Teacher Association meetings and Parent Teacher conferences are held each term to allow further one-on-one contact with the parents. Students, parents and the community are informed of SHES student achievements in their educational process. Our motto at Snow Hill Elementary School is “Celebrate Success”.

4. Describe how the school will share its successes with other schools.

Winning the Blue Ribbon Award of Excellence for the State of Maryland, along with the chance for national recognition, has been a significant and exciting accomplishment for our small school. Snow Hill Elementary School has received congratulations from parents, politicians, and educators throughout the state.

Snow Hill Elementary School shares its accomplishments and successes with other schools in Worcester County through monthly Administrators and Supervisors Meetings, monthly regional Principals Meetings, County Inservice Meetings, the Accreditation for Growth bulletin board, and monthly school newsletters. Press releases regarding Maryland School Performance Assessment Program/ Maryland School Assessment scores for our school are made available through school newsletters, local newspapers, through the Worcester County Board of Education website (www.worcesterK12.md.us), and the Maryland State Department of Education (www.marylandpublicschools.org) website. In our efforts to share our strategies for success with other Maryland schools, we anticipate establishing a website to make information available regarding our plan for success and growth.

Snow Hill Elementary School is in the process of implementing an after-school mentoring program. We are a Professional Development School in conjunction with Salisbury University and the University of Maryland Eastern Shore. We network with other schools on current and professional trends. Head Start and several surrounding schools have visited our school and have observed our Reading Language Arts instruction.

In addition, after being the first elementary school in Worcester County to receive full accreditation from the Middle States Association, we have had many opportunities to share the accreditation process with other county schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school's curriculum.

Maryland's Voluntary State Curriculum (VSC) has been adopted by Worcester County and Snow Hill Elementary School, for each curriculum area based on State Content Standards and Learning Outcomes.

Reading/Language Arts: Snow Hill Elementary School provides an uninterrupted block of Reading/Language Arts instruction for grades K – 3. The five essential components of the Reading/Language Arts curriculum are: 1) Phonemic Awareness Instruction; 2) Phonics Instruction; 3) Fluency Instruction; 4) Vocabulary Instruction; and 5) Text Comprehension Instruction. Our performance standards are based on the Content Standards for Reading/Language Arts as provided by the Maryland State Department of Education. These standards are met through a wide variety of ways: literature-based activities, direct and differentiated instruction, cooperative learning, multimedia presentations, class activities, technology/internet usage, daily writing/editing, and reading, instruction and reinforcement of the writing process (including daily Brief Constructed Responses and Selected Responses), library lessons, computer technology lessons, curriculum resource lessons, Early Success and Soar to Success instruction funded with Title I funds, and the promotion of independent reading and the Accelerated Reader program. Resources utilized are the Houghton-Mifflin Reading Series (K-1), MacMillan/McGraw-Hill Reading Series for interactive reading (2-3), the Literature Closet (a resource of leveled books with multiple copies of various titles shared among the entire school population) for guided reading, as well as the Worcester County curriculum guidelines, Scholastic Spelling, Scholastic News, and various other support literature to promote and maintain a rigorous reading program. Teachers utilize the Worcester County Reading/Language Arts checklist to document student progress.

Mathematics: Performance standards in Math are based on the Content Standards for Mathematics, provided by the Voluntary State Curriculum for Maryland and the National Standards developed by the National Council of Teachers of Mathematics. Instruction involves: daily problem solving, Brief Constructed Response and Selected Response questions, computation, explanation of methods, real-life situations, logical reasoning, journals, manipulatives, and differentiated instruction. Among the resources utilized are Heath's Making Connections, Activities Integrating Math and Science (AIMS), trade books, Math Resource Lab, and an after-school MESA (Math Engineering and Science Association) Academy.

Science: Performance standards in Science are based on the Content Standards for Science as provided by the Voluntary State Curriculum for Maryland in addition to the Worcester County curriculum guidelines. Snow Hill Elementary School utilizes activity and inquiry-based learning in conjunction with test-based programs. Thematic units include, but are not limited to: animal studies, weather, sound, magnets, and chemical tests. Students work individually, in pairs, or in cooperative groups to analyze, hypothesize, predict, conclude, and investigate science concepts. Resources utilized are MacMillan/McGraw-Hill, Holt Science text, trade books, AIMS activities, and other supplemental texts. Children are encouraged to participate in the school and county-wide Science Fair and MESA after-school Academy.

Social Studies: Performance standards in Social Studies are based on the Content Standards for Social Studies by the Maryland State Department of Education in addition to the Worcester County curriculum guidelines. Social Studies is taught through integrated lessons, literature, field trips, current events, and textbooks. Curriculum focus is on history, geography, map skills, social awareness, and higher level thinking skills. Among the resources utilized are the MacMillan/McGraw-Hill, Social Studies Alive, and the Scholastic News magazine.

Art: Worcester County's Art curriculum incorporates the State and National standards. The curriculum integrates Reading/Language Arts, Social Studies, Math, Science, and Music. It is a diverse curriculum with emphasis on multicultural education. Students have participated in Worcester County's Fine Arts Festival.

2. Describe the school's reading curriculum.

The goal of the Worcester County Public Schools' Reading/Language Arts program is integrated to develop competent readers and writers who will become articulate communicators. It is the school's goal that the students will develop a lifelong love of reading. All students will be given the opportunity to succeed. Students are provided with the skills and strategies needed to function in a complex and culturally diverse society.

In accordance with the No Child Left Behind (NCLB) Legislation, Snow Hill Elementary School is using a scientifically research-based reading program. The Houghton-Mifflin Reading Program is used in grades K-1. In grades 2 and 3, a balanced program is provided by MacMillan/McGraw-Hill. It involves the learners in a wide range of experiences, allowing them to use listening, speaking, reading, and writing skills proficiently. The school offers an extensive literature closet for all grade levels and guided reading literature for grades K – 3 to supplement guided reading groups. Students are given an opportunity to self-select different levels of books through the Reading Is Fundamental program (RIF). Students are engaged in a variety of purposeful learning and ongoing assessment activities. Organization for differentiated instruction is a key element as teachers make instructional decisions based on individual student and group needs. Supplemental reading support services are provided by a Title I resource teacher and paraprofessionals through a reading recovery lab. Early Success 1-2 and Soar to Success provide early intervention for students who need additional practice and support. A wide range of assessment tools are used to modify instruction and facilitate learning through the application of Language Arts skills. It is Snow Hill Elementary's mission that children, parents, teachers, and the community form a partnership which enables students to become independent and lifelong learners.

3. Describe one other curriculum area and show how it relates to essential skills and knowledge based on the school's mission (Technology).

In order to support Snow Hill Elementary School's Mission, technology is utilized in grades Pre-K through Grade 3. The technology initiative enhances a dynamic and evolving curriculum, which promotes life-long learning skills. Snow Hill Elementary School's AFG Technology objective coincides with the Worcester County Technology Plan for 2002-2005. A Technology Proficiency Checklist is utilized in all grade levels to document student progress. Teachers are afforded the opportunity to earn technology proficiency certification.

In April 2002, the Frazier Foundation awarded a grant to Snow Hill Elementary School, which has allowed for the purchase of computers, printers, scanners, and software for all grade levels, one laptop computer, and an IMAC computer for the Media Center. In April 2003, the School Accountability Funding for Excellence Program Grant was awarded to SHES, which provided teacher training in the use of computers and software. Snow Hill Elementary School acquired a Technology Coach for the school year 2003-2004 who assists in instruction and maintenance and provides technology support for teachers.

All students (Pre-K through grade 3) attend the Computer Curriculum Corporation Lab (CCC) on a weekly basis. Snow Hill Elementary School is wired for internet access, which allows students and teachers to utilize internet resources for curriculum instruction in each classroom. The state of Maryland has made available the World Book Online and the SIRS Reference Data Base for teacher and student use. Title 1 funding has provided 15 portable laptop computers with a mobile cart and a laser printer that are utilized as part of classroom instruction. Closed circuit television systems allow students to produce, direct, and anchor morning announcements that are broadcast in each classroom simultaneously. Due to the implementation of the AFG Technology objective, students and teachers are becoming proficient users of technology in our ever-changing society.

4. Describe the different instructional methods the school uses to improve student learning.

In order to improve student learning, a variety of instructional methods are utilized at Snow Hill Elementary School to meet students' individual needs. They include: differentiated instruction, reciprocal teaching, small group, one-on-one tutoring, Title 1 Reading Intervention Lab Programs, and inclusion practices.

The Title One Reading Intervention Lab provides daily support and remediation for students in grades one, two, and three. In the lab, students utilize Houghton Mifflin's Soar to Success/Early Success programs. Paraprofessionals are extensively trained on scientifically research-based strategies. Students are identified by assessment data and teacher recommendation.

Classroom and Special Education teachers co-teach as they expose students to the Voluntary State Curriculum and provide students with the optimum learning environment in an inclusive setting. The inclusive model is incorporated primarily for students with an Individualized Education Program (IEP). Providing curriculum instruction to students with an IEP in an inclusive setting ensures that students are receiving instruction in their least restrictive environment.

Inclusion also benefits at-risk students in that educators provide interventions for these students therefore decreasing special education referrals. Pupil Service Team (PST) meetings consisting of classroom teachers, special educators, guidance counselor, related service providers, school nurse, and school administrators are a means to identify possible at-risk students. Modifications and accommodations are made for each child based on different learning modalities (visual, auditory, tactile, and kinesthetic). In addition, all students benefit from this inclusion model through additional teacher support. Since every child is unique and different, these various instructional methods are utilized to improve student learning.

5. Describe the school's professional development program and its impact on improving student achievement.

Snow Hill Elementary School has a yearly professional development calendar which focuses on increasing staff knowledge in all areas of curriculum to improve student achievement. Topics include: guided reading, inclusion, closing the achievement gap based on Ruby Payne's, A Framework for Understanding Poverty, technology, writing of brief constructed responses and selected responses. Common team planning time is provided daily in each teacher's schedule to ensure communication within grade-level teams. On-going assessment review facilitates professional development that occurs during faculty meetings and daily and weekly team meetings with the curriculum resource person, teachers, and the administration. Weekly team meetings provide support and instructional strategies for teachers in grades K-3 incorporating, analyzing and interpreting testing data from MSA scores, Gates MacGinitie scores, and county/school-developed reading and math assessments. Weekly team meetings also incorporate discussions of MSA expectations, strategies to write brief constructed and selected responses in math and reading, and the Maryland Model for School Readiness practices and framework.

SHES recognizes the importance of continuous professional development to ensure optimal student growth. The staff members are active participants and presenters in the county's ongoing professional workshops. Throughout the year, several in-service days are planned for training and updating information on reading and writing strategies (BCR/SR), guided reading, inclusion, and technology. Staff members also participate in various workshops, conferences, and visitations to other schools in and out of the county to share and gain additional knowledge. Paraprofessionals are also included in staff development to increase their knowledge in the areas of: reading and math skills, diversity, management skills, Early Success 1-2 programs, Soar to Success program, and responding to brief constructed responses in reading and math. SHES recognizes the importance of staff development as a critical element for improving both student and school achievement.

BLUE RIBBON SCHOOL: Snow Hill Elementary

***MARYLAND SCHOOL ASSESSMENT (MSA) Content:
READING***

Snow Hill Elementary is a Pre-Kindergarten through Grade 3 school.

Grade 3 Scores

CONTENT : READING	2002-2003
TOTAL SCHOOL SCORES	MSA
% at Basic or Above	100%
% at or Above Proficient	66.7%
% at Advanced	8.9%
Number of students tested	90
Percent of total students tested	100
Number of students excluded	0
Percent of students excluded	0.0
SUBGROUP SCORES	
<i>African American</i>	
% at Basic or Above	100%
% at or Above Proficient	56.7%
% at Advanced	0.0%
Number of students tested	30
<i>White</i>	
% at Basic or Above	100%
% at or Above Proficient	70.7%
% at Advanced	12.1%
Number of students tested	58
<i>Free & Reduced Meal Eligible</i>	
% at Basic or Above	100%
% at or Above Proficient	56.2%
% at Advanced	0.0%
Number of students tested	43
<i>Special Education</i>	
% at Basic or Above	100%
% at or Above Proficient	7.7%
% at Advanced	0.0%
Number of students tested	13
STATE SCORES	
% at Basic or Above	100%
% at or Above Proficient	91.7%
% at Advanced	26.0%

BLUE RIBBON SCHOOL: Snow Hill Elementary

***MARYLAND SCHOOL PERFORMANCE ASSESSMENT
PROGRAM (MSPAP) Content: Reading***

CONTENT: READING	2001-2002	2000-2001
TOTAL SCHOOL SCORES	MSPAP	MSPAP
% Below Satisfactory	49.3%	59.1%
% at or Above Satisfactory	45.1%	35.2%
% at Excellent	5.6%	5.7%
Number of students tested	70	80
Percent of total students tested	94.6%	90.9%
Number of students excluded	3	0
Percent of students excluded	4.1%	0.0%
SUBGROUP SCORES		
<i>African American</i>		
% Below Satisfactory	55.6%	65.0%
% at or Above Satisfactory	40.7%	30.0%
% at Excellent	3.7%	5.0%
Number of students tested	27	40
<i>White</i>		
% Below Satisfactory	46.5%	55.3%
% at or Above Satisfactory	46.5%	38.3%
% at Excellent	7.0%	6.4%
Number of students tested	43	47
<i>Free & Reduced Meal Eligible</i>		
% Below Satisfactory	46.5%	55.3%
% at or Above Satisfactory	33.3%	26.8%
% at Excellent	7.4%	0.0%
Number of students tested	27	41
<i>Special Education</i>		
% Below Satisfactory	80.0%	93.7%
% at or Above Satisfactory	20.0%	6.3%
% at Excellent	0.0%	0.0%
Number of students tested	10	16
STATE SCORES		
% Below Satisfactory	65.6%	58.2%
% at or Above Satisfactory	34.3%	41.8%
% at Excellent	3.7%	5.3%

BLUE RIBBON SCHOOL: Snow Hill Elementary
MARYLAND SCHOOL ASSESSMENT (MSA) Content: MATH

Snow Hill Elementary is a Pre-Kindergarten through Grade 3 school.

Third Grade Scores

Content: Math	2002-2003
TOTAL SCHOOL SCORES	MSA
% at Basic or Above	100%
% at or Above Proficient	75.5%
% at Advanced	13.3%
Number of students tested	90
Percent of total students tested	100
Number of students excluded	0
Percent of students excluded	0.0
SUBGROUP SCORES	
<i>African American</i>	
% at Basic or Above	100%
% at or Above Proficient	63.3%
% at Advanced	3.3%
Number of students tested	30
<i>White</i>	
% at Basic or Above	100%
% at or Above Proficient	82.7%
% at Advanced	17.2%
Number of students tested	58
<i>Free & Reduced Meal Eligible</i>	
% at Basic or Above	100%
% at or Above Proficient	67.4%
% at Advanced	2.3%
Number of students tested	43
<i>Special Education</i>	
% at Basic or Above	100%
% at or Above Proficient	23.1%
% at Advanced	0.0%
Number of students tested	13
STATE SCORES	
% at Basic or Above	100%
% at or Above Proficient	64.5%
% at Advanced	9.5%

BLUE RIBBON SCHOOL: Snow Hill Elementary

***MARYLAND SCHOOL PERFORMANCE ASSESSMENT
PROGRAM (MSPAP) Content: MATH***

CONTENT MATH	2001-2002	2000-2001
TOTAL SCHOOL SCORES	MSPAP	MSPAP
% Below Satisfactory	71.6%	80.7%
% at or Above Satisfactory	28.4%	19.3%
% at Excellent	0.0%	0.0%
Number of students tested	74	83
Percent of total students tested	100.0%	94.3%
Number of students excluded	0	0
Percent of students excluded	0.0%	0.0%
SUBGROUP SCORES		
<i>African American</i>		
% Below Satisfactory	82.1%	90.0%
% at or Above Satisfactory	17.9%	10.0%
% at Excellent	0.0%	0.0%
Number of students tested	28	40
<i>White</i>		
% Below Satisfactory	66.7%	72.3%
% at or Above Satisfactory	33.3%	27.7%
% at Excellent	0.0%	0.0%
Number of students tested	45	47
<i>Free & Reduced Meal Eligible</i>		
% Below Satisfactory	79.3%	90.2%
% at or Above Satisfactory	20.7%	9.8%
% at Excellent	0.0%	0.0%
Number of students tested	29	41
<i>Special Education</i>		
% Below Satisfactory	92.3%	100.0%
% at or Above Satisfactory	7.7%	0.0%
% at Excellent	0.0%	0.0%
Number of students tested	13	16
STATE SCORES		
% Below Satisfactory	69.2%	57.6%
% at or Above Satisfactory	30.8%	42.4%
% at Excellent	2.1%	4.6%

